

Methodist Church Playgroup

Church Hall, Camps Road, Haverhill, Suffolk, CB9 8HF



Inspection date

2 June 2015

Previous inspection date

12 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The well-qualified staff team meet the development needs of each child through well-planned activities. These enable children to experience and explore play-based opportunities across all areas of learning.
- All members of staff are sensitive to the care needs of each child. Time is taken before children start to talk with parents and carers. At these meetings, staff record relevant information which eases children's entry in to the pre-school. As a result, staff are able to meet each child's welfare needs, enabling them to settle quickly.
- The manager and staff have a good understanding about child protection. Ongoing training in relation to safeguarding and paediatric first aid, makes sure that staff skills remain up to date. This enables them to respond very appropriately in the event of an accident or a concern relating to a child's welfare.
- The committee, manager and staff work very well as a team. Together, they ensure that all the requirements of the Early Years Foundation Stage are met. This promotes a positive environment for families.

It is not yet outstanding because:

- Children are not always provided with opportunities to explore natural resources, in order to develop their understanding of the wider world to the highest level.
- Staff do not always make the most of everyday activities to provide practical learning experiences, for children to use their developing independent skills to the maximum.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance teaching and learning experiences for children by increasing opportunities for them to explore natural resources
- consolidate children's independence by allowing them increased opportunities to interact and use their developing independence within everyday tasks, such as helping with snack time preparation.

Inspection activities

- The inspector talked with the manager, members of staff, parents and the children at appropriate times throughout the inspection.
- The inspector observed general play and the snack and lunchtime routines in the setting.
- The inspector held discussions with the manager in relation to observations of the children's play, learning and progress.
- The inspector looked at evidence of the suitability checks for all members of the committee and staff, and a range of other documentation. First aid and safeguarding training certificates were viewed.
- The inspector reviewed a self-evaluation document compiled by the manager and members of staff.

Inspector

Lynn Clements

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff team have good understanding across the seven areas of learning. As a result, the educational programmes provide interesting and challenging opportunities, which capture the children's imagination and participation. Staff ensure that all children, including those with special educational needs and/or disabilities, are progressing well towards the early learning goals. An effective individual key-person system ensures the individual learning needs of each child are identified and used to inform future experiences. The children are encouraged to explore and build on their existing knowledge and skills. For example, during a cooking activity, children are encouraged, by the skilful questioning of staff, to talk about their previous experiences. They use their existing knowledge as they carefully measure ingredients. They talk about what they are doing and what they observe. Children enjoy plenty of physical activities both inside and outside. This enables them to learn about coordinating movement and developing their balance. However, opportunities for them to access, handle and engage with natural resources are not planned for as broadly. This has an impact on their developing understanding of the natural world around them.

The contribution of the early years provision to the well-being of children is good

Staff are good role models. They are deployed well and provide clear guidance for children about acceptable behaviour. Staff help children to learn about how to take turns. For example, they teach children how to use a sand timer to find out when it is their turn. As a result, they play harmoniously together, which increases their self-esteem and confidence. Emphasis is placed on supporting independence and extending key skills for later learning and eventual moves on to school. Children pour drinks and make choices about their play. However, independent opportunities are not encouraged as well during some everyday activities. For example, staff prepare the healthy snack options, which prevent children from increasing their growing independence through practical, hands-on learning opportunities.

The effectiveness of the leadership and management of the early years provision is good

The manager checks the observations that staff make of children's learning, to ensure that every child receives balanced learning experiences towards the early learning goals. Purposeful partnership working with families enables staff to learn about what children can do at home. Multi-agency links are fostered to ensure the learning requirements of those children with special educational needs and/or disabilities are met well. Ongoing staff supervision and appraisal is good. As a result, training needs are clearly met and the interests and strengths of staff are identified and used well to enrich children's learning and development. Attention to continuous improvement is good. Strengths and weaknesses are effectively identified through accurate self-evaluation, which takes into account the views of staff, children and their parents. This enables the pre-school to continue evolving in order to meet the needs of the families accessing the service.

Setting details

Unique reference number	251572
Local authority	Suffolk
Inspection number	866549
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Methodist Church Playgroup Committee
Date of previous inspection	12 May 2011
Telephone number	07585 540373

Methodist Church Pre-school was registered in 1994. The pre-school committee employs four members of childcare staff. All hold appropriate early years qualifications at level 2, and above. The pre-school opens Monday to Friday term time only. Sessions are from 9am until 12 noon. There is a lunch club available on Tuesday and Wednesday when sessions run from 9am until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children. They provide care for a small number of children with special educational needs and/or disabilities.

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